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ABSTRACT

This book presents case studies of classroom research into the teaching and learning of English, mathematics, and sciences, drawing on the experiences of teacher researchers who, in partnership with their local education agencies and local universities, set out to intervene in key areas of the primary curriculum. After "Introduction: Inviting Research" (Olwen McNamara and Bill Rogers), there are 12 papers in three parts. Part 1, "Emerging Issues in Teacher Research," includes (1) Evidence-Based Practice through Practice-Based Evidence" (Olwen McNamara); (2) "Research and the Professional Self" (Anne Campbell); and (3) "Using Videos to Investigate Speaking and Listening" (Liz Jones). Part 2, "Insights into Teacher Research," includes (4) "Happily Ever After: Plotting Effective Narrative Writing with 10-Year-Old Children" (Gudrun Heatley and Ian Stronach); (5) "Helping Weak Readers Up the Reading Ladder" (Sue Jennings); (6) "One Mouth, Two Ears: Seeking Ways to Make Children and Teachers Effective Speakers and Listeners" (Sarah Brealey and Claire Van-Es); (7) "'Not Only, but Also...': 'Hard' and 'Soft' Research Stories" (Mandy Walsh and Dave Hustler); (8) "Temple Goes Mental: Researching the Learning and Teaching of Mental Arithmetic" (Gary Gornell and Rob Halsall); (9) 'Homing in' on Mathematics" (Brian Corbin and Sandy Holt); (10) "Balancing the Forces: Researching Primary Science in the Classroom" (Dave Heywood and Ann-Marie Roberts); and (11) "Streaming Reviewed: Some Reflections from an Inner-City, Multi-Ethnic Primary School" (Mike Berry, Helen White, and Peter Foster). Part 3, "Reflections upon Collaborative Research," includes (12) "Working Together: The Long Spoons and Short Straws of Collaboration" (Ian Stronach and Olwen McNamara). (Papers contain references.) (SM)

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